

## Transition Policy

### Early Years Foundation Stage

*“Children may move between several different settings in the course of a day, a week, a month or a year...Children's social, emotional and educational needs are central to any transition between one setting and another or within one setting... Some children and their parents will find transition times stressful while others will enjoy the experience... Effective communication between settings is key to ensuring that children's needs are met and there is continuity in their learning.” (EYFS CD Rom)*

### Policy Aims

At Heath Barn Preschool we want our children to have a positive experience of transitions which will not impact negatively on their wellbeing, learning or development. Children and parents are actively involved in the process of transition and their perceptions about transition are explored and valued.

### Equal Opportunities

Each child and their family is allocated a keyworker, the keyworker will help transitions by providing a continuity of support. The keyworker will make contact with other professionals who may be involved with the child and will also share information with other providers. Transition Reports are completed for all children moving onto new settings/school and specific transition plans will be completed when a child has additional needs.

### We are committed:

- To ensuring a smooth transition between settings for parents, children and practitioners
- To ensuring information is shared between different settings in terms of children's development, learning records and any other information
- To ensuring parents, children and practitioners have adequate information relating to transition
- To ensuring the children settle quickly into their new setting

### Transition into setting

All parents complete a settling in form, which gives the keyworker information about the child's likes and dislikes, and this helps the keyworker to support a child during their first sessions. All children are given the opportunity to have a trial session in which their parent stays with them and they are given our 'Hello from Bodo' booklet, which contains photos of the setting (Bodo is a puppet which is used within the setting). We will always discuss any concerns parents may have and work to agree an individual settling in plan if required.

### Transition into Reception

We have a structure of activities/events which are used to support children (and their parents) as they transition into Reception.

- Early in the Autumn term, all parents are invited to attend a talk given by the Headteacher at St Leonards about School Readiness. The talk addresses some of the issues around moving into school and gives parents ideas and suggestions as to how they can help their child eg. dressing themselves, making choices, reading together regularly.
- During the Summer term, Reception class staff will come into preschool and meet the children who are moving onto school.
- Children who are moving to St Leonards will be taken into Reception on a number of occasions and will also visit for school lunch.
- Preschool and school staff will meet to discuss the children's level of achievement.
- Transition plans will be written and agreed for children who have additional needs.
- Reception staff from schools other than St Leonards will be invited to visit preschool so that they can meet the children transferring to them.
- Transfer reports will be written for all children and shared with parents and school.

#### Transition from/to Childminders

Where a child's care is shared with a childminder, we will provide a communication book so that information can be easily passed between ourselves, the parents and the childminder.